Analysis of Work Behavior, Stakeholder Satisfaction and Expectation on Campus Internship Program

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Abstract:

Strengthening of student competencies is required to provide resilient graduates in industry 5.0 eras. It can be done through the link and match of graduate profiles with business and industry world. Therefore, Minister of Education and Culture of Indonesia implemented "Merdeka Belajar – Kampus Merdeka" which provides opportunities for students to learn new competencies through various schemes of internship program. The key to these internship program success at universities is the spirit in changing a rigid content-based into an adaptive and flexible learning outcomes-based curriculum. This was conducted through five activities; student exchanges, teaching assistance, apprenticeship, humanitarian projects, and thematic community service program. The study aims to evaluate these various schemes of student internship program at Psychology Department of Semarang State University (SSU) Indonesia. The evaluation results can serve as guidelines for the next intership program at the future. Evaluation was conducted on student work behavior and partner satisfaction and expectations. The study employed mixed method combining quantitative and qualitative methods using concurrent embedded model. Quantitative method was applied to student work behavior data, and qualitative method was applied to partner satisfaction and expectations data. The quantitative data indicated that partners gave a positive mark to student work behavior. This was proven by the high level of empirical mean of students job evaluation (119 [99.2%]). The qualitative data indicated that stakeholders were very satisfied with the presence and role of students. However, partners provided some input and expectation for the student internship program development in the future.

Keyword: Work Behavior, Stakeholder Satisfaction, Partners Expectations, Internship Program

Introduction:

Strengthening student competencies is required to prepare graduates who are resilient in facing social, cultural, working world, and technological changes that are emerging rapidly in the industrial era 5.0. One of the endeavors being undertaken is by linking and matching the university graduates and the business and industrial world. Muslih (2014) explains that universities and companies must devote their time for coordination in developing effective programs for students, if their field programs are to have a real impact. The need prompted the Minister of Education and Culture to

make a new policy called the "Merdeka Belajar – Kampus Merdeka" program for universities or it call as student internship program. This policy is associated with giving freedom to students to participate in learning activities outside their study program and campus for a maximum of 3 semesters.

The student internship program provides opportunities for students to gain learning experiences and new competencies through a number of activities such as student exchanges, internships, researches, independent and humanitarian projects, entrepreneurship, teaching assistance, and thematic community service program. In addition, students are given the freedom to participate in learning activities outside their study program with a certain credit score. All activities are carried out with the guidance of lecturers through cooperation agreements, if external partners are involved. This program is a good breakthrough in promoting human resources with excellent quality and character, because students and lecturers are given the opportunity to improve their insights, add networks and strengthen character through various activities (Rodiyah, 2021).

The key to successful implementation of internship activities in universities is the spirit in changing a rigid content-based curriculum approach into an adaptive and flexible outcomes-based learning curriculum to prepare students as independent adults. Krisnanik et al., (2021) stated that internship program helps department integrate curriculum with the world of business and industry in more detail through various approaches such as pentahelix. These internship program implementations require collaboration and cooperation with partners who can assist achieving learning targets.

The implementation of the program is also driven by the role of university as an alternative option for students in reaching maturity before entering the world of careers. Universities do not only provide theory to students, but also provide them with field practice opportunities as a form of application of the competencies they have learned. Baharuddin

(2021) explained that the internship program had a positive impact on the development of the quality of students. This program has been implemented by the Department of Psychology, since the 2020/2021.

The five types of activities were selected based on their suitability with the learning outcomes of the graduates. In the process, Department of Psychology possesses experience in implementing internship program which cannot be separated from efforts in building good and productive cooperation with partners from various categories. There are 6 universities, 16 educational institutions, 11 companies, 5 government agencies, and 4 villages – subdistricts; which have become partners of the Department of Psychology in implementing internship program; which was attended by 185 students involved in 5 types of activities. Therefore, it is necessary to analyze the work behavior of students as program implementers as well as partners' satisfaction and partners' expectations towards the implemention these internship program.

Evaluations from these three perspectives are carried out to strengthen collaboration between partners and Department of Psychology as the operator; so that they can produce programs that suit partners' needs. This collaboration strengthens the synergy between partners and the study program in producing programs that accommodate learning outcomes that suit the partners' needs (Meilani et al., 2022; Munadi, 2020). In addition, Yuherman et al., (2021) explained that strengthening cooperation with partners must be continuously carried out, especially by increasing alternative options of partners and locations of activities for students.

In addition, the improvement of synergy between study programs and partners in internship program activities is a challenge that must be overcome so that the quality of the program can be improved to meet the needs of both parties (Fuadi & Aswita, 2021; Krishnapatria, 2021).

This study aims to evaluate the results of the implementation of internship program for students

at Department of Psychology SSU Indonesia. The research results are intended to be material for evaluating the development of the implementation of internship program for the upcoming period. Evaluation is conducted in regards to students work behavior, partners' satisfaction and expectations towards the implementation of internship program. The results of this study will illustrate students work behavior based on partner assessments, as well as their satisfaction and expectations towards the implementation of internship program at Department of Psychology of Semarang State University (SSU).

Method, Data, and Analysis:

This study employed a mixed method. This method combined quantitative and qualitative methods using a concurrent embedded model or an unbalanced mix, so that the proportions of the two methods would be different (Sugiyono, 2014). The selection of this type of study was based on the need for quantitative analysis to find out the analysis results on student performance evaluation; and qualitative analysis was applied to describe partners' satisfaction and expectations of the internship program. The participants in this study were stakeholders from partners who worked with the Department of Psychology in implementing internship program. This study utilized three instruments including the work behavior scale, interview guide for satisfaction, and interview guide for partners' expectations. Thereafter, the data would be processed using the help of data processing software for quantitative data. The qualitative data would be analyzed using interview transcript interpretation techniques, especially regarding data on partners' satisfaction and expectations of the implementation of internship program at Department of Psychology SSU in the future.

2. Result and Discussion:

This study employed a mix method using a concurrent embedded model, so that the data generated was in the form of quantitative data and qualitative data.

4.1 Result:
4.1.1 Quantitative:
Quantitative method was utilized to describe student work behavior data based on partner perspectives as follows:

Table 1. Descriptive Data

	N	Range	Min	Max	Mean	Std. Dev
Performance	120	37	65	102	99.63	5.669
Personality	120	9	21	30	29.30	1.564
Professionalism	120	20	28	48	46.70	3.495
Social Relation	120	6	12	18	17.75	.919
Collaboration	120	2	4	6	5.88	.347

In addition to the descriptive data above, the categorization of work behavior with each dimension was also obtained as follows:

Table 2. Performance

Score Interval	Interval	Criteria	F	%
$(\mu + 1\,\sigma) \leq X$	$74 \leq X$	High	119	99.2
$(\mu - 1\,\sigma) \leq X < (\mu + 1\,\sigma)$	$46 \leq X < 74$	Moderate	1	0.8
$X < (\mu - 1\,\sigma)$	$X < 46$	Low	0	0
Total			120	100

The data above shows that 119 students (99.2%) received a high performance score while 1 student (0.8%) recieved a moderate score. The empirical mean of 99.63 indicates that the majority of students obtained high scores.

Table 3. Personality

Score Interval	Interval	Criteria	F	%
$(\mu + 1\ \sigma) \leq X$	$22 \leq X$	High	119	99.2
$(\mu - 1\ \sigma) \leq X < (\mu + 1\ \sigma)$	$14 \leq X < 22$	Moderate	1	0.8
$X < (\mu - 1\ \sigma)$	$X < 14$	Low	0	0
Total			Total	120

The data above indicates that 119 students (99.2%) have personality that was rated high by partners, while 1 student (0.8%) has a personality at a moderate level. The empirical mean of personality is 29.30 indicating that the personality of the majority of students was considered as very well.

Table 4. Professionalism

Score Interval	Interval	Criteria	F	%
$(\mu + 1\ \sigma) \leq X$	$35 \leq X$	High	116	96.7
$(\mu - 1\ \sigma) \leq X < (\mu + 1\ \sigma)$	$21 \leq X < 35$	Moderate	4	3.3
$X < (\mu - 1\ \sigma)$	$X < 21$	Low	0	0
Total			120	100

The data above specifies that 116 students (96.7%) have high professionalism acoording to partners, and 4 students (3.3%) have moderate professionalism. The empirical mean of 46.70 shows that the professionalism of the majority of students was considered as very well.

Table 5. Social Relation

Score Interval	Interval	Criteria	F	%
$(\mu + 1\ \sigma) \leq X$	$35 \leq X$	High	116	96.7
$(\mu - 1\ \sigma) \leq X < (\mu + 1\ \sigma)$	$21 \leq X < 35$	Moderate	4	3.3
$X < (\mu - 1\ \sigma)$	$X < 21$	Low	0	0
Total			120	100

The data above shows that 119 students (99.2%) have social relations that were rated high by partners, while 1 student (0.8%) is at a moderate level. The empirical mean of 17.75 indicates that the majority of students can socialize very well.

Table 6. Collaboration

Score Interval	Interval	Criteria	F	%
$(\mu + 1\ \sigma) \leq X$	$5 \leq X$	High	119	99.2
$(\mu - 1\ \sigma) \leq X < (\mu + 1\ \sigma)$	$3 \leq X < 5$	Moderate	1	0.8
$X < (\mu - 1\ \sigma)$	$X < 3$	Low	0	0
Total			120	100

The data above displays that 119 students (99.2%) have high-value of collaboration according to partners, while 1 student (0.8%) has a moderate level of collaboration. The empirical mean of 5.88 shows that the majority of students were able to collaborate well.

4.1.2 Qualitative:

Data were obtained from 9 partners implementing internship program who had conformity with 5 fields of internship program. The internship program partners consist of: Public Elementary Schools, Private Elementary Schools, Social Work Agency, Sub-Districts, Non-Governmental

Organizations, Educational Agency, and Private Companies.

After administering the data obtained from the internship program partner representative sources, the following description was obtained:

Stakeholder Satisfaction:

It was discovered that data on partner satisfaction was associated with several themes, namely: satisfaction associated with student personality, satisfaction associated with student professionalism, satisfaction associated with student communication skills, and satisfaction associated with students' mastery of communication technology. The following is a quick overview:

1. Satisfaction associated with Student Personality

Partner satisfaction associated with personality shown by students during the implementation of internship program is in relation to ethical ownership and student adaptability to the environment in internship program implemention. It can be illustrated as follows:

"Eee, etika mahasiswa ketika magang di SD X 01 sangat baik. Artinya, e, mereka bisa beradaptasi langsung dengan lingkungan yang ada di SD X 01. Dimana selalu menerapkan budaya 5S yaitu salam, senyum, sapa, sopan dan santun. Itu dibuktikan setiap pagi selalu menyambut kedatangan siswa di pintu gerbang dengan menerapkan budaya 5S." (M1W1, 3-12)

"Temen-temen dari Unnes pada mau belajar harus aku apresiasi dan bersyukur ku terima dengan baik dan harus ku olah dengan baik dan itu menjadikan baik bagiku challenge gitu untuk aku berbagi pengetahuan juga sama temen-temen dimana temen-temen ini punya pengetahuan yang merata punya kesempatan yang sama gitu, sehingga memang angkatane temen-temen ya itu aku ngerasa memang magang itu berjalan dengan efektif sangat efektif gitu." (M4W1, 66-77)

"Saya kira kalau proses adaptasi sama temen-temen cepet ya." (M4W1, 165-166)

"Baik jika berbicara tentang etika mahasiswa menurut kami ini ee etika mahasiswa yang magang sekaligus kkn ya di pkbi kota semarang kala itu itu cukup bagus karena memang sudah terbekali dari universitas untuk masuk ee masing-masing apa namanya instansi ya atau lembaga terkait" (M5W1, 12-18)

"Mulai dari awal itu sudah baik walau dilanjut ke pelaksanaannya juga mereka mulai bisa beradaptasi dengan baik walaupun di awal ada kebingungan akan tetapi juga aktif menanyakan menanyakan tentang program kegiatan yang ada di lembaga koordinasi kami PKBI Kota Semarang, seperti itu." (M5W1, 23-29)

2. Satisfaction associated with Student Professionalism

Partner satisfaction associated with student professionalism during the implementation of internship program is observed from the ability to follow instructions, productivity, quality of work, and student loyalty. This can be illustrated below:

"Kemampuan mahasiswa dalam menjalankan instruksi sangat baik, tetapi ada sebagian yang masih harus diingatkan." (M1W1, 19-21)

"Terkait dengan produktivitas eee hal-hal yang kalian kerjakan dan memberikan bentuk pekerjaan dan pelayanan, karena kalian kalau disini terjunnya di puspaga. Puspaga ini pelayanan kalian juga udah banyak memberikan konseling, edukasi. Sudah bagus bisa megang klien udah iyaa itu udah cukup bagus." (M2W1, 28-36)

"Yang contoh kontribusinya, kami ya itu contoh realnya adalah kalian membikin socmed yang MBKM itu... jadi kami akan berusaha juga memfasilitasi, temen-temen tinggal mengikuti melaksanakan kegiatan apa yang eee temen-temen lakukan nanti diupload ataupun temen-temen juga meminta saran, kiranya program atau desain ini tu pas itu seperti itu. Jadi kita memberikan eee kontribusi di bidang konsultasi juga, kayak gitu." (M5W2, 191-201)

"Hasil kegiatannya juga lumayan bagus lah, di atas rata-rata. Walaupun ya itu tadi tidak 100% sesuai harapan kita. Ya memang tidak mungkin

ada yang 100%, yang 100% hanya punya Sang Khalik aja. Tetapi tetap di atas rata-rata dan bagus." (M3W1, 38-43)

"Sudah, sangat loyal semua clear jadi disaat semua target eee kita kan tiap minggu itu apa nanti ada target tugas yang dikumpulkan tiap minggu itu apa dikumpulkan itu udah sesuai dengan ontime jadi apresiasi deh." (M7W1, 345-348)

"Kalau terkait loyalitas, kalian sudah terlihat baik yah. Jadi kelihatan all in ke kerjaan gitu, jadi oke lah…" (M9W1, 150-151)

3. Satisfaction associated with Student Communication Skills

Stakeholder satisfaction towards students' ability to build communication during the implementation of internship program can be described as follows:

"Kemampuan komunikasi mahasiswa dengan siswa, meskipun secara daring selama magang sangat memuaskan. Karena saat guru mengajar secara daring mahasiswa dilibatkan secara langsung atau dimasukkan kedalam grup kelas. Sehingga mahasiswa diberi waktu 15 menit untuk memberikan layanan bimbingan kepada siswa atau misalnya nanti ada siswa kesulitan, mahasiswa diberi waktu tersendiri untuk memanggil siswa itu ke sekolah" (M1W1, 47-57)

"Kalau masalah komunikasi memang masih perlu pembelajaran yang banyak, karena keseuaian komunikasi memang bukan hal mudah, jadi memang perlu pembekalan komunikasi." (M3W1, 75-80)

"Jadi perlu pembekalan lebih banyak, lebih banyak trik-trik komunikasi yang baik untuk masyarakat maupun orang-orang instansi." (M3W1, 97-100)

"Saya mengakui bahwa angkatan kalian magang tu bisa membentuk bounding komunikasi yang bagus yang mana itu ngga aku temukan sama mahasiswa lain." (M4W1, 141-144)

"Jadi pada intinya yang komunikasi itu eee temen-temen PKL punya bekal yang baik dari kampus, karena memang jurusannya juga psikologi, kami memahami itu." (M5W1, 295-298)

"Dan ujung-ujungnya juga kita berusaha untuk mengenal satu sama lain dengan kegiatan yang banyak makanya kita mudah untuk beradaptasi, gitu kan? Lalu untuk di eksternalnya LSM-01 ketika kita saling melibatkan temen-temen untuk ee gabung dalam acara ataupun menjadi ada skala administrasi, skala pelaksana program contoh MC dan sebagainya, itu kalian juga sudah mampu melaksanakan dengan baik. Jadi, menurutku nih puas komunikasi ataupun pengguna layanan yang lain. Mudah bergaul lah, bahasanya gitu." (M5W1, 304-317)

"Karena kalian sudah terbekali dengan apa? Cara berkomunikasi yang baik. Jadi kami tidak perlu banyak mengajari." (M5W1, 318-321)

"Biasanya kalo promkes ataupun psikologi tuh lebih mudah kami kami apa? Kami instruksikan. Jadi, tinggal jalan aja karena mereka sudah memahami ranahnya dan mudah untuk beradaptasi gitu. Kelebihannya di sana." (M5W1, 323-328)

3. Satisfaction associated with Student's Mastery of Information Technology

Stakeholder satisfaction towards students' mastery of science and technology tools during the implementation of internship program can be described follows:

"Tidak ya karena mahasiswa yang magang kemarin di sekolah SD 01 sebagian besar sudah, ee, terampil dalam mengoperasikan IT terutama komputer ya. justru malah guru-guru merasa terbantu oleh mahasiswa magang kemarin. Sehingga mahasiswa yang tidak bisa IT saya kira tidak ada." (M1W1, 58-65)

"Oh, itukan terkait IPTEK, Ipteknya kalian sudah bagus, sudah sangat membantu sekali, nah kita kadang juga kesulitan untuk menyesuaikan dengan eee secara ini semua udah serba digital, ada hal-hal yang harus disampaikan dalam bentuk ee digital elektronik nah ini yang buat kita bener-bener terbantu untuk misalnya kaya data memanage file, dokumentasi kita sangat terbantu sekali." (M2W1, 75-83)

"Teruss ee apa ya masih Iptek. Ipteknya di sosmed tadi belum Nampak terasa. Soalnya apa yang kalian baca bisa dituangkan dalam bentuk edukasi, kalian baca dari sumber-sumber to, itu bisa dibuat sebagai materi yang juga, he e buat bahan bacaan gitu." (M2W1, 84-90)

Stakeholder Expectation:

Based on data, it was found that partner expectations are associated with several themes, namely: expectations associated with work systematics, work innovation behavior, internship program development, student adaptability, work loyalty and commitment, and student initiative. In brief, it can be described as follows:

1. Expectations associated with Student Initiative Behavior

The fulfillment of stakeholder expectations towards student initiatives as participants in the internship program can described as follows:

"Ya selama program magang ada beberapa yang sudah menunjukkan inisiatif program. Ada juga yang belum bisa." (M1W1, 129-131)

"Iya inisiatif kalian sudah bagus dalam berprogres" (M4W1, 1281)

"Ya, untuk insiatif e… cukup baik sebenarnya, tapi mereka memang karena mahasiswa mungkin ada rasa menunggu atau merasa takut untuk ini ya, jadi mungkin keterbatasan-keterbatasan itu harusnya disingkirkan supaya lebih apa… lebih aktif melakukan kuliah kerja di SD Cita Bangsa." (M6W2, 52-59)

2. Expectations associated with the preparation and pattern of cooperation with partners

Partners expected that the pattern of cooperation which has been carried out with the Department of Psychology SSU can be further reinforced in the form of an agreement starting from preparation, implementation, up to evaluation. Partner expectations on strengthening cooperation related to internship program and activities are described as follows:

"Kalau saya untuk program kegiatan ini lebih baik dikomunikasikan lagi secara intensif dan dilaksanakan setiap tahun sekali, minimal satu kelompok. Minimal ada satu kelompok, satu kali kegiatan di kelurahan. Jadi nanti bisa oh besok ada ini, bulan ini ada ini." (M3W1, 147-152)

"Temen-temen perlu eee perlu membrainstorning diri, baiknya sebelum kalian masuk ke instansi, pelajarilah kayak… ini instansi yang memang birokrasi atau LSM ataupun nanti kantor-kantor apa gitu. Sebelum masuk tuh temen-temen mulai ada kayak kayak persiapan gitu lho. Jadi kan yang yang tidak tidak terfikirkan oleh univ kan yang seperti itu, jadi persiapan pembekalannya tuh okee kalian masuk di lembaga A, B, C, D dengan berbagai latar belakang lembaga ya harusnya teman-teman mahasiswa sebelumnya." (M5W2, 142-155)

"Ee, program MP, MBKM nggih, meskipun berjalan optimal saya rasa masih kurang karena ini baru pertama kali ya untuk magang di sekolah dasar. Jadi masih banyak kekurangan, karena, ee, baru uji coba. Kemudian di SD pun masih kurang jelas, apakah programnya magang ini. Jadi masih meraba-raba tujuan program tersebut" (M1W1, 74-82)

"Perusahaan tuh kemarin memfasilitasi kan hanya berupa ruangan, kemudian sarana prasarananya seperti akses kalau misalnya mahasiswa mau mengadakan kayak sosialisasi kemudian kalau misalnya mau bikin kuesioner gitu kan kita prolog ke karyawan gitu kan, menjelaskan paling seperti itu sih." (M9W1, 90-98)

3. Expectations associated with student readiness in implementing internship program

Partner expectations on student readiness in implementing internship program are described as follows:

"Harapan saya selaku mitra terkait pengembangan program magang ini mahasiswa harus betul-betul sudah mempunyai bekal akademik dan keterampilan yang optimal. Jadi ketika mereka terjun di SD mereka bisa langsung beradaptasi dengan siswa dan guru." (M1W1, 96-102)

"Kalau bisa magang nanti sebelum mahasiswa turun ditekankan untuk mempunyai program unggulan yang bisa sebagai contoh. Maksudnya, umpamanya kalau KKN kan ada seperti program pengolahan atau pembuatan apa, kalau MBKM ini misalkan ada program kegiatan apa yang cocok, mungkin kalau sistem membuat data kayak apa, kayak membuat tinggalan di kelurahan." (M3W1, 163-172)

"Kedepannya mungkin ketika nanti ada program magang sama KKN itu masih dicampur, itu… eee waktunya cukup bagus itu itu kami sangat menyukai hal tersebut. akan tetapi ketika nantinya dipisah, itu nanti ada format tersendiri ketika ee PKL itu mau ngapain aja, itu tema besarnya apa yang khusus PKL… hanya terbatas di mengikuti ee lebih ke pengalamannya itu di lembaga tersebut. Akan tetapi ketika KKN, KKN kan nanti arahnya eee nyata gitu lho, jadi yang kalian mau bikin di sana kedepannya sudah jelas. Kalo PKL kan lebih ke arah mengikuti, tapi KKN bicara output ya. Jadi KKN harusnya dipisahkan gitu lho ketika nanti kedepannya masih ada masih ada mbkm ini. Dari awal sudah terpetakan gitu bahasanya." (M5W2, 218-236)

"Program MBKM cukup bagus ya, menurut saya sih lebih ditingkatkan lagi saja, mungkin program-programnya juga harus lebih jelas seperti itu. Kemudian lebih menyentuh sasarannya kepada guru maupun orangtua dan itu mungkin menjadi apa seperti parenting, pola asuh, iti dikuatkan disitu… dan apa edukasi untuk orangtua dan juga menambah sharing ilmu untuk guru-gurunya." (M6W2, 6-16)

Discussion:

Merdeka Belajar – Kampus Merdeka (MBKM) or Independent Learning – Independent Campus or called as internship program is a government program through the Ministry of Education and Culture aiming to improve the suitability of student competency levels with the business and industrial world which continues to grow speedily and rapidly following the Industry 5.0. Ismail & Nugroho (2022) explained that digital transformation is taking place quickly, so that familiarity with information technology is also increasingly required as a mandatory skill. Therefore, internship program was initiated to strengthen the link and match between graduates and the world of business and industry. This program gives students the opportunity to gain more experience that strengthens competency through applicable activities in the world of business and industry providing freedom in choosing activities outside the study program at university. These intership program activities include student exchanges, internships, research, independent and humanitarian projects, teaching assistance, entrepreneurship, and thematic community service program.

In the process, universities in Indonesia including Semarang State University (SSU) began to adjust the intership program. This condition made the Department of Psychology as part of SSU which previously focuses on the field of psychology begins to apply intership program in order to improve the quality of student competence as long life learners. In the implementation, Department of Psychology SSU focuses on applying 5 categories, namely student exchanges, teaching assistance, thematic community services, industrial internships, and humanitarian projects.

The implementation of intership program is also utilized by Department of Psychology to always update the curriculum so that it fits with the government program. Sopiansyah et al., (2022) also explained that the internship program can be a platform for department in finding out the industry requirements so that they can be internalized in learning outcomes. This is also supported by the need to adjust a rigid content-based curriculum approach to an adaptive and flexible learning outcomes-based curriculum. Therefore, the Department of Psychology SSU was encouraged to evaluate student work behavior in intership activities, as well as partner satisfaction and expectations towards internship activities. The results of this study will be valuable in evaluating the internship program implementation guidelines and optimize curriculum at the Department of Psychology SSu.

The results of this study indicate that the average student work behavior while participating in the internship program is at a high level. This is supported by the average score of all aspects of work behavior including personality, professionalism, social relations, and collaboration, which are at a high level. It means student work behavior has been positively evaluated by partners. A high average personality score indicates that students have a personality that their partners desire. Students also get positive professionalism scores, which mean they are able to show professionalism values at work. The existence of social connection scores at a high level reflects positive evaluation from partners on the ability to build relationships with colleagues and superiors within an institution. The positive evaluation results cannot be separated from the development of hard skills and soft skills in learning. Hard skills and soft skills play an important role in the wholeness of individual competencies, so they need to be continuously updated thus they are not left behind (Sunita et al., 2020). As for improving the quality of hard skills and soft skills supporting student performance, it can be done through debriefing before internship (Hanifah, 2019). This was also conducted by the Department of Psychology SSU to maintain the performance quality of intership program participating students.

The positive results of work behavior assessment indicate that students are able to do their job well. The proper implementation of internship program is expected to enrich students with new experiences that cannot be obtained on campus. Anggraini & MY (2021) also explained that students received admirable competency strengthening after implementing the internship program. Latifah et al., (2021) added that implementing internship program would enrich students' experiences, so that they could improve their confidence in competing with graduates from other universities after completing their studies.

The first satisfaction was shown by partnering stakeholders in regards to student personalities. This was based on the satisfaction expressed by partners in the area of work ethic shown by students. These results were also reinforced by observations made by partners describing that students demonstrate good and amicable ethics. Positive ethics have an impact on positive relationships among employees and superiors (Sahadi et al., 2021). Good ethics are also part of an individual's positive identity (Setiyaningsih, 2020). Therefore, ethics helps students to be more easily interacting with the work environment and to be positively identified by colleagues and superiors. This is reinforced by the good adaptability of students to the work environment. A good level of adaptability also reflects individual readiness to work (Savickas & Porfeli, 2012). Partners also find this in students, consequently they can entrust tasks and responsibilities to students in accordance with the program. The combination of these two components proves that students' personality can fulfill partners' expectations.The second satisfaction was indicated by partnering stakeholders in regards to student professionalism. Stakeholders explained that students have abilities that tend to be fast and good at understanding instructions. They were able to grasp and apply instructions based on direction from supervisors. This condition was supported by being active in enquiring, when students do not understand the instructions clearly and definitely. The presence of this ability also succeeded in increasing student productivity. Stakeholders also explained that the majority of internship program participants had very good work productivity. They provided services and complete responsibilities properly. In addition, these two aspects also support the quality of the resulting output and outcome. Stakeholders explained that students participating in internship program were able to produce outputs in the form of competencies that match program objectives and achievements, as well as outcomes in the form of quality products and/or services to improve institution performance efficiently. They are inseparable from the supervisor's instructions and directions which are easy for students to understand, so that the targeted outputs and outcomes can be achieved.

The third satisfaction could be perceived by partnering stakeholders in regards to the students' communication skills when dealing with service users/consumers, colleagues, and superiors. This was stated by many stakeholders such as educational partners who described that participants possessed very good abilities in communicating with students. Similarly, social partners also described that participants were able to build good communication with local residents. The same thing was expressed by clinical partners who described that participats had good skills in building communication during the assessment and handling victims or clients who need psychological advocacy services. Not only interactions with users, all stakeholders explained that participants were able to interact actively and positively with colleagues and superiors. They showed good initiative in building relationships within reasonable limits, consequently participants could easily integrate themselves within the work environment. These further reinforced the role of communication as an important key in strengthening work relations (Hardiyanto, 2017; Sinambela et al., 2019). Understanding in communication will also minimize conflicts between employees, because it plays a role in maintaining harmony in the work environment (Lawasi & Triatmanto, 2017).

The last satisfaction was shown by stakeholders in regards to the operational abilities of students in science and technology. They explained that students provided new innovations in creating and utilizing science and technology during the program implementation. The easiest thing to identify was the use of social media in program education and dissemination. In addition, students also tended to be more creative in making virtual media such as flyers and educational videos to be published on social media of the agencies. Some partners also taught students on how to use some of the software used in the work process. This further proved that mastery of science and technology plays a major role in improving the efficiency of employee performance (Indiastri & Dewi, 2021; Parera & Manossoh, 2018). These results also

indicated that students learn to operate the software quite competently. They have shown determination and enthusiasm to improving themselves by learning new competencies through the internship program.

The presence of satisfaction shown by partners, obviously, cannot be separated from the preparations conducted carefully before the posting. This was done to integrate the understanding of study programs, students, and implementing partners. Although the results were not perfect, because there were deficiencies that must be corrected, the preparation has a positive impact on the success of program implementation. Andari et al., (2021) also explained similar thing that careful preparation for administrative aspects, students, and lecturers prior to program implemention significantly affected the smooth implementation of the internship program.

In addition to analyzing student work behavior and partner satisfaction in the internship program, identification of partners' expectations on the direction of development of the internship program was carried out. The followings are some of the partners' expectations concerning the implementation of the internship program.

First, partners expressed their expectations regarding student initiative behavior. Partners expected that students should have higher initiative in responding to work, especially related to execution of their duties. Partners stated that students also need to learn to take more initiative in dealing with certain situations or job demands. Ideally, students do not need to wait for orders in responding to assignments, they can start doing their duties according to their understanding and competence, accordingly their sensitivity to work demands needs to be improved.

Second, partners expressed their expectations in regards to preparation and a more established pattern of cooperation with the Department of Psychology SSU. They expected that the cooperation can be extended in the form of more established and long-term cooperation. For that reason, the Department of Psychology SSU can involve partners in preparing internship program

activities. This preparation can be in the form of focus group discussions or workshops to reach an agreement on important agendas in the implementation of internship program. Kodrat (2021) stated that the implementation of the internship program, which is relatively new, is still not well understood by partners, consequently a memorandum of understanding (MoU) is required which will regulate the framework of activities including objectives, achievements, background, implementation period, and other details related to the program. The results of the MoU must also be disseminated to implementers so that they are well coordinated. The presence of MoU is also required to strengthen the synergy of study programs with partners in order to produce aligned targets and goals. Strong synergy between partners and study programs aims to produce programs that accommodate the study program learning achievements by taking into account the needs of partners comprehensively (Meilani et al., 2022; Munadi, 2020). Therefore, the MoU can be a comprehensive instrument in strengthening program implementation, and can be updated according to the situation and the results of constant evaluations.

Third, partners expressed their expectation for students to have good readiness in getting into the field through equipping themselves with required information and skills. Partners expected that the study program can provide students with more comprehensive equipments. If necessary, the study program can involve partners in student preparation. Partners also hope that the quality of the provision must be improved, because student resources are not sufficient to be directly involved in work world. This allows the Department of Psychology SSU to involve partners in suggesting material needed by students. In addition, Partners also wish that the Department of Psychology SSU will re-evaluate student work programs so that the targeted achievements can be realized systematically and optimally.

Conclusion and Suggestion:

Based on the explanation above, it can be concluded that the participants in Internship program of the Department of Psychology SSU received positive work behavior evaluations from partnering stakeholders. This was proven by the empirical mean of work behavior with the majority of 119 students (99.2%) being at a high level. This was supported by all aspects of student work behavior evaluation with empirical mean results at a high level and the majority of students were in the high category. In addition, qualitative data indicated that stakeholders get good satisfaction on student performance while implementing internship program activities at their respective agencies.

Partner satisfaction in relation to the implementation of the internship program is supported by elements of personality, professionalism, communication skills, and student's mastery of information technology. In addition, partners have several expectations in regards to the implementation of the internship program in the future, which consist of, 1) Students as program implementers should be more initiative and do not wait for orders from supervisors in their activities, 2) Improvement on quality of cooperation between the Department of Psychology SSU and and partners, and 3) Improving the readiness of students before implementing the internship program, which can be in the form of better preparation. The description of partners' satisfaction and expectations can prove that the implementation of the internship program is an alternative to reinforcing the link and match between education and the competencies required in the world of work.

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